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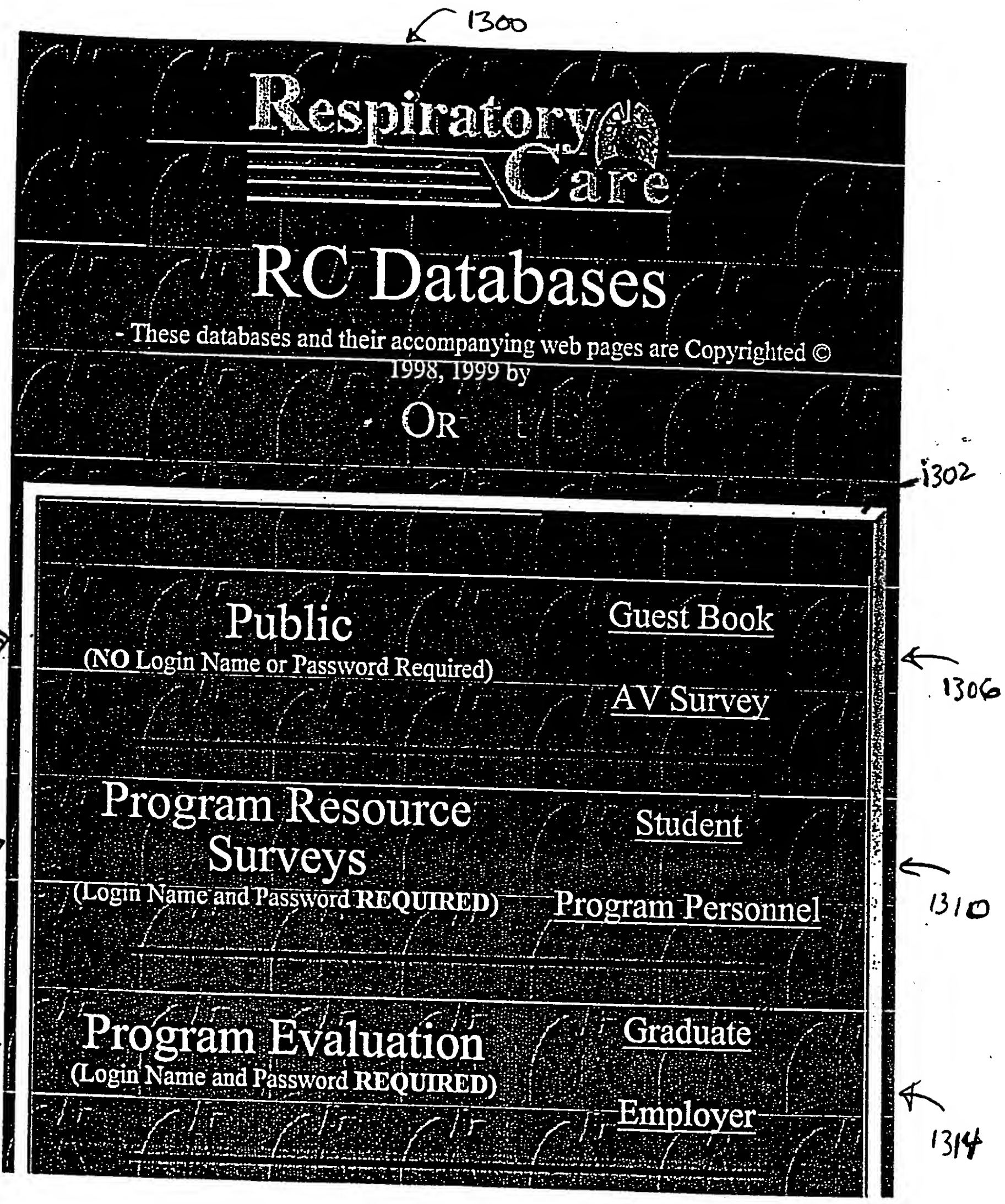
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# Respiratory Care

## RC Databases

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OR

Public

(NO Login Name or Password Required)

Guest Book

AV Survey

Program Resource Surveys

(Login Name and Password REQUIRED)

Student

Program Personnel

Program Evaluation

(Login Name and Password REQUIRED)

Graduate

Employer

FIG 13A

1316

## Respiratory Care Students

(Login Name and Password REQUIRED)

[Log In](#)
[Log Out](#)
[Daily Log](#)
[Clinical](#)
[Competencies](#)

1318

## Preceptors and Clinical Instructors

(Login Name and Password REQUIRED)

[Daily Log](#)
[Clinical](#)
[Competencies](#)

1322

## Academic Faculty

(Login Name and Password REQUIRED)

[All Databases](#)

1326

To access these databases you MUST:

- have a JAVA capable browser (Netscape Navigator 2.x or Microsoft Internet Explorer 3.x or later versions of either browser) AND
- have JAVA turned ON in your browser.
- These files are best viewed with the latest versions of Netscape Navigator or Microsoft Internet Explorer.

Go to:

[Guest Book](#) | [Email](#) | [Video](#)
[General Info](#) | [Student Info](#) | [Courses](#) | [Continuing Ed](#) | [Databases](#)

1328

FIG 13 B





1400

1410

1412

1404

The image is a screenshot of a web browser displaying the Department of Respiratory Care website. The browser's address bar shows the URL "http://www.mcc.edu/~respiratory/". The website has a dark background with white text. At the top, there is a navigation bar with links: "Home", "About Us", "Programs", "Faculty", "Students", "Contact Us", and "Links". Below this, the main content area is divided into three sections. The first section is titled "Program Evaluation" and contains the text "(Login Name and Password REQUIRED)". The second section is titled "Respiratory" and contains the text "(Login Name and Password REQUIRED)". The third section is titled "Preceptors and Clinical Instructors" and contains the text "(Login Name and Password REQUIRED)". Each section has a "Log In" button. The browser's status bar at the bottom shows the page title "Department of Respiratory Care" and the address "http://www.mcc.edu/~respiratory/".

FILE 14A





1440 1441 1442 1443 1444 1445 1446 1447

Time Clock Database Acknowledgment - Microsoft Internet Explorer

File Edit View Go Favorites Help

Back Forward Stop Reload Home Search Favorites

Address http://129.103.157.50/FMPPro

Respiratory Care

1441

1446

1447

Stephen Fracek, Jr., thank you for filling out the time clock form. The following information has been recorded:

Time and Date In:	3:37:19 PM Thursday, July 8, 1999	Course:	RESC 3631 - Clinical Therapeutics
-------------------	--------------------------------------	---------	-----------------------------------

Please Exit or Quit the browser. The browser will retain your name and password until you exit or quit. Do NOT minimize the browser.

1440

1443

1444

1445

1442

Go to:

Guest Book | Email | Video |

General Info | Student Info | Courses | Continuing Ed | Databases | Clinical | RC Links |

Respiratory Care Home Page | SAHS Home Page | UTMB Home Page |

For technical problems at this website, please send email to: [SAHS WebMaster](#)

Please review UTMB's disclaimer and Internet guidelines

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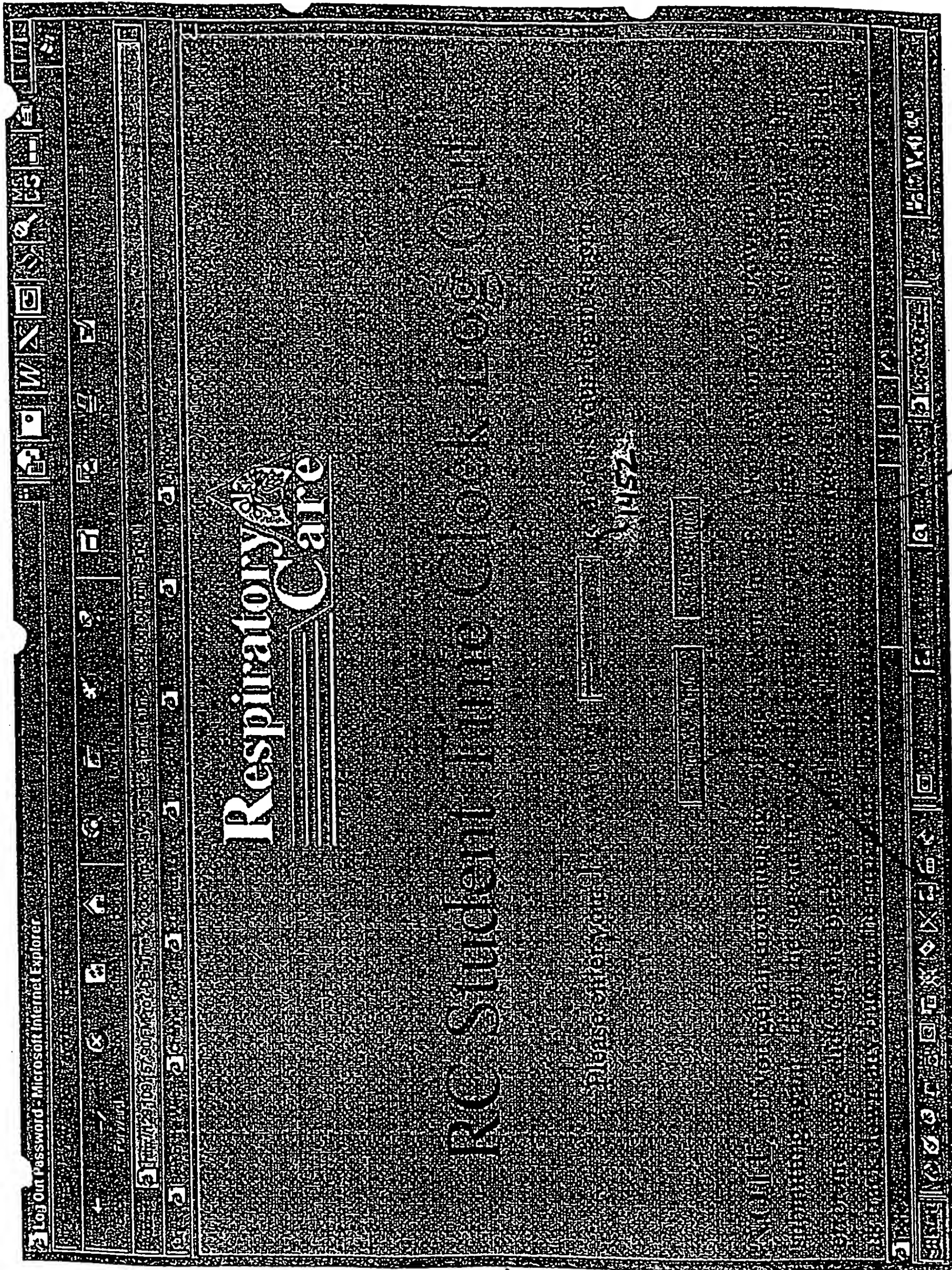
Opening page http://129.103.157.50/FMPPro...

Start | Search | Home | About | Contact | Time Clock ...

FIG 141C



1450 1454 1456



1454 1456



1470 → F16 14E 1472 ↗ 1460

# Respiratory Care

Stephen Fracek, Jr., thank you for filling out the time clock form. The following information has been recorded:

Time and Date In:	3:37:19 PM Thursday, July 8, 1999	Course:	RESC 3631 - Clinical Therapeutics
Time and Date Out:	3:40 PM Thursday, July 8, 1999	Location:	Adult Floors
Total Time: (hours)	.04	Clinical Instructor:	Marilyn Childers

Please Exit or Quit the browser. The browser will retain your name and password until you exit or quit. Do NOT minimize the browser.

NOTE: If any of the above information is NOT correct please email us and tell us exactly what was incorrect so that we can adjust your time card and fix the database. Thank you.

Go to:

- [Guest Book](#) | [Email](#) | [Video](#) |
- [General Info](#) | [Student Info](#) | [Courses](#) | [Continuing Ed](#) | [Databases](#) | [Clinical](#) | [RC Links](#) |
- [Respiratory Care Home Page](#) | [SAHS Home Page](#) | [UTMB Home Page](#) |

1481 1482 1483 1484 1485 1486 1487 1488 1489 1490 1491 1492 1493 1494 1495 1496 1497 1498 1499 1500



# ADULT Daily Log

## RESC 3631 Clinical Therapeutics

### Summer I

Instructor:

Matthew J. Miller

1504

Student:

Emily Spaulding

1506

Hospital Area:

Admission

1510

Physician contact (specify nature and duration):

1514

Describe today's most significant experience, including unique observations, your opinions, attitudes, and feelings:

1516

FIG 15A

1500



Forward

## 1510 ~&gt; PATIENT DATA

PROCEDURES	OBSERVATIONS	PERFORMANCES
Vital Signs		2
Chest Assessment 1512 ~>	1524 ~>	1
Patient Assessment		5
Isolation Procedures		6

## 1520 ~&gt; Oxygen Therapy

Nasal Cannula		2
Simple Mask		1
Venti-Mask		1
Partial Rebreather 1522 ~>	1524 ~>	1
Non-Rebreather		1
Pulse Oximetry		1
Cylinder Transport		1

## 1520 ~&gt; Aerosol Humidity Therapy

PROCEDURES	OBSERVATIONS	PERFORMANCES
Face Tent		
Face Mask 1522 ~>	1524 ~>	
Trach Collar		

FIG 15B

[illegible]

F16152

FILED 2007-07-20

Thank You - Microsoft Internet Explorer

Forward

# Respiratory Care

Thank you, Clinical Instructor, for filling out the Adult Daily Log form for Stephen Fracek, Jr.  
Your time is greatly appreciated.

If you are done filling out Daily Log forms, please Exit or Quit the browser.  
The browser will retain your name and password until you exit or quit.  
Do NOT minimize the browser.

Go to

Guest Book | Email | Video |

General Info | Student Info | Courses | Contributed Book | Databases | Clinical | RC Links |

Respiratory Care Home Page | SAHS Home Page | UMB Home Page |

For technical problems at this website please send email to SAHS WebMaster

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↑ 1532

F1015D



# Respiratory Care

# Clinical Competencies by Unit Rotations

<u>Adult Floor Therapies</u> <b>1613</b>	<u>Pediatric Floor Therapies</u>	<u>Neonatal Floor Therapies</u>
<u>Adult Critical Care</u> <b>1604</b>	<u>Pediatric Critical Care</u>	<u>Neonatal Critical Care</u>
<u>Adult Diagnostics</u>	<u>Pediatric Diagnostics</u>	<u>Neonatal Diagnostics</u>
<u>Special Rotations</u>		



# Adult Floor Therapy Competencies

Therapy Group	Specific Competency
Patient Data	BLS - Basic Life Support
	Hand Washing
	Isolation Procedures
	Charges
	Vital Signs
	Chest Assessment
	Patient Assessment
	X-Ray Interpretation
	Isolation Procedures
	Nasal Cannula
Oxygen Therapy	Simple Mask
	Partial Rebreather
	Non-Rebreather
	Venti-Mask
	Pulse Oximetry
	Face Tent
	Face Mask
	Trach Collar
	T-Piece
	USN - Ultrasonic Nebulizer
Aerosol & Humidity Therapy	MDI - Metered Dose Inhaler
	SVN - Small Volume Nebulizer
	IS - Incentive Spirometry
	IPPB - Intermittent Positive Pressure Breathing
	Chest Physiotherapy
	Coughing
	Breathing Exercises
	Mucous Clearance Adjuncts
	(PEEP - Positive Expiratory Pressure, ...)
	...
Aerosol Drug Administration	
Hyperinflation Therapy	
Bronchial Hygiene	

1628

1630

1622 1620 1616C 1618 1624 1626



# Adult Floor Therapy - Oxygen Therapy - Nasal Cannula

This evaluation was done on (date): 12/25/98 Enter date as m/d/y, for example: 12/25/98 for December 25, 1998. If you leave the year space blank and enter in 12/25, the program will automatically fill in the current year.

1640

<p> <b>Chilchick, Marilyn</b>              10000 1st Avenue              Chino Hills, CA 91709              714/771-1111           </p>	<p> <b>Chilchick, Marilyn</b>              10000 1st Avenue              Chino Hills, CA 91709              714/771-1111           </p>
---	---

[illegible]

**Conditions (describe):**

**Additional comments:** include errors of omission or commission, communicative skills, and effectiveness of patient interaction.

**THE UNIVERSITY OF CHICAGO**

1646

## Summary performance evaluation and recommendations

**Please use the following criteria and select the appropriate pop-up menu.**

- **Satisfactory** - student ready for minimally supervised application and refinement. Student performed without error or prompting, or able to self-correct, no critical errors.
- **Unsatisfactory performance** - prompting required; performed with critical errors, potentially harmful.
  - **Minor** - Unsatisfactory: Student requires re-evaluation after minor deficiencies are corrected
  - **Major** - Unsatisfactory: Student requires complete re-evaluation.

## Summary Performance Evaluation:

1990-1991

11-11-11

12

# Abstract

— 100 —

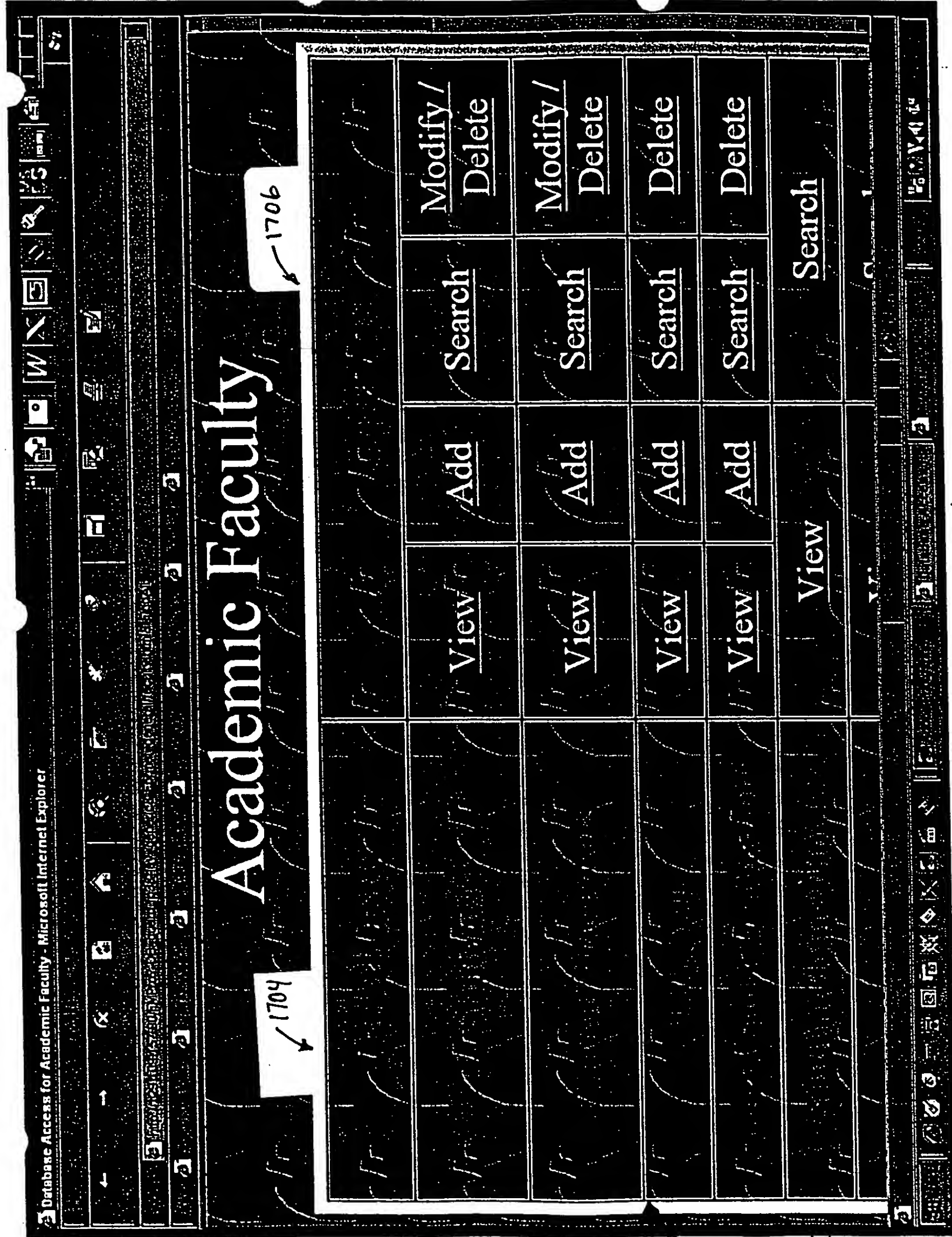
1648

1650

← 1652  
← 1654

Fig 16 F





[illegible]

- To modify this record, make the necessary changes and then click the **MODIFY** button.
- To delete this record click the **DELETE** button - **WARNING** - Deleted records can **NOT** be recovered!

Phone Number: 209/52-5898

2

**Alejandra Jimenez**

Student Clinical Time Clock Record List - Microsoft Internet Explorer									
←	↖	↗	↘	↙	↕	↔	↕	↔	↕
Forward									
1741	✓	1742	✓	1743	✓	1744	✓	1745	✓
1746	✓	1747	✓	1748	✓	1749	✓	1750	✓
1751	✓	1752	✓	1753	✓	1754	✓	1755	✓
1756	✓	1757	✓	1758	✓	1759	✓	1760	✓
1761	✓	1762	✓	1763	✓	1764	✓	1765	✓
1766	✓	1767	✓	1768	✓	1769	✓	1770	✓
1771	✓	1772	✓	1773	✓	1774	✓	1775	✓
1776	✓	1777	✓	1778	✓	1779	✓	1780	✓
1781	✓	1782	✓	1783	✓	1784	✓	1785	✓
1786	✓	1787	✓	1788	✓	1789	✓	1790	✓
1791	✓	1792	✓	1793	✓	1794	✓	1795	✓
1796	✓	1797	✓	1798	✓	1799	✓	1800	✓
1801	✓	1802	✓	1803	✓	1804	✓	1805	✓
1806	✓	1807	✓	1808	✓	1809	✓	1810	✓
1811	✓	1812	✓	1813	✓	1814	✓	1815	✓
1816	✓	1817	✓	1818	✓	1819	✓	1820	✓
1821	✓	1822	✓	1823	✓	1824	✓	1825	✓
1826	✓	1827	✓	1828	✓	1829	✓	1830	✓
1831	✓	1832	✓	1833	✓	1834	✓	1835	✓
1836	✓	1837	✓	1838	✓	1839	✓	1840	✓
1841	✓	1842	✓	1843	✓	1844	✓	1845	✓
1846	✓	1847	✓	1848	✓	1849	✓	1850	✓
1851	✓	1852	✓	1853	✓	1854	✓	1855	✓
1856	✓	1857	✓	1858	✓	1859	✓	1860	✓
1861	✓	1862	✓	1863	✓	1864	✓	1865	✓
1866	✓	1867	✓	1868	✓	1869	✓	1870	✓
1871	✓	1872	✓	1873	✓	1874	✓	1875	✓
1876	✓	1877	✓	1878	✓	1879	✓	1880	✓
1881	✓	1882	✓	1883	✓	1884	✓	1885	✓
1886	✓	1887	✓	1888	✓	1889	✓	1890	✓
1891	✓	1892	✓	1893	✓	1894	✓	1895	✓
1896	✓	1897	✓	1898	✓	1899	✓	1900	✓
1901	✓	1902	✓	1903	✓	1904	✓	1905	✓
1906	✓	1907	✓	1908	✓	1909	✓	1910	✓
1911	✓	1912	✓	1913	✓	1914	✓	1915	✓
1916	✓	1917	✓	1918	✓	1919	✓	1920	✓
1921	✓	1922	✓	1923	✓	1924	✓	1925	✓
1926	✓	1927	✓	1928	✓	1929	✓	1930	✓
1931	✓	1932	✓	1933	✓	1934	✓	1935	✓
1936	✓	1937	✓	1938	✓	1939	✓	1940	✓
1941	✓	1942	✓	1943	✓	1944	✓	1945	✓
1946	✓	1947	✓	1948	✓	1949	✓	1950	✓
1951	✓	1952	✓	1953	✓	1954	✓	1955	✓
1956	✓	1957	✓	1958	✓	1959	✓	1960	✓
1961	✓	1962	✓	1963	✓	1964	✓	1965	✓
1966	✓	1967	✓	1968	✓	1969	✓	1970	✓
1971	✓	1972	✓	1973	✓	1974	✓	1975	✓
1976	✓	1977	✓	1978	✓	1979	✓	1980	✓
1981	✓	1982	✓	1983	✓	1984	✓	1985	✓
1986	✓	1987	✓	1988	✓	1989	✓	1990	✓

Fig 17c  $\uparrow$  1740



[illegible]

F1617D

[illegible]

1766 1767 1768 1769 1770 1771



## Basal Cannula - Microsoft Internet Explorer

[illegible][illegible]

**Yellow**

Shirley S. Leonard Bowl

# LETTER TO THE EDITOR

[illegible]

NOT OBSERVED

[illegible]

FIG 17F  $\uparrow$  1773







## Top Clinical Competency Database Search Results - Microsoft Internet Explorer

↑ 1999 F1617H ↑ 1799

# RESC 3631 Clinical Therapeutics

# Summary of Daily Logs and Evaluations

**This database was last updated at 9:47:13 AM on 6/8/99**

I want the daily log and evaluation for:

1806  
←  
Oakes Street

1806

**Please be patient. The search and retrieval may take a few seconds. Thank you.**



Student: Dao, Eric

Date: 6/8/99

Time: 9:47:13 AM

1814 1816 1818 1812 1820

PROCEDURES:	OBSERVATIONS:	PERFORMANCES:	EVALUATIONS:
Patient Data			
Vital Signs	16	8	2
Chest Assessment	15	68	1
Patient Assessment	15	56	1
Isolation Procedures	12	60	1
Oxygen Therapy			
Nasal Cannula	7	34	1
Simple Mask	3	25	1
Venti-Mask	4	5	
Partial Rebreather		6	1
Non-Rebreather	1	1	1
Pulse Oximetry	12	11	
Cylinder Transport	1	58	

F167 1813 1808

<p>Student - Respiratory Care Program Resource Survey - Microsoft Internet Explorer</p> <p>File Edit View Go Favorites Help</p> <p>Back Forward Stop Refresh Home Search Favorites History Channels Mail Print Edit</p> <p>Links Address http://129.109.157.90/Surveys/student_lake_results.html</p>	
<h1 style="text-align: center;">STUDENT PROGRAM RESOURCE SURVEY RESULTS</h1> <p style="text-align: center;">University of Texas Medical Branch - School of Allied Health Sciences - Department of Respiratory Care</p> <p style="text-align: center;">CERTIFIED ELIGIBLE PROGRAM NUMBER: 100000 REGISTRY ELIGIBLE PROGRAM NUMBER: 200000</p> <p style="text-align: center;">1902</p> <p style="text-align: center;">The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement.</p> <p style="text-align: center;">This survey is for the Summer semester of 1999.</p> <p>INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not-Applicable.</p>	
<p>2] Done</p> <p>Start</p>	<p>2] Student - Respiratory...</p> <p>Internet zone</p> <p>Address</p> <p>9:37 AM</p>

1619B





← 2000

# STUDENT PROGRAM RESOURCE SURVEY

University of Texas Medical Branch - School of  
Allied Health Sciences - Department of  
Respiratory Care

CERTIFIED ELIGIBLE PROGRAM  
NUMBER: 100000  
REGISTRY ELIGIBLE PROGRAM  
NUMBER: 200000

*The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement.*

I am a  Select  This survey is for the  Select Semester  semester of  
 Select Year

2004  
2002  
2004  
2002

FIG 20 A

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

I. PERSONNEL RESOURCES (PROGRAM FACULTY)

A. FACULTY TEACH EFFECTIVELY:

1. In the classroom ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA
2. In the laboratory ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA
3. In the clinical area ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

B. FACULTY NUMBER IS ADEQUATE:

4. In the classroom ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA
5. In the laboratory ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA
6. In the clinical area ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

C. FACULTY MEMBERS HAVE GOOD RAPPORT WITH STUDENTS.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

D. FACULTY MEMBERS ARE WILLING TO HELP STUDENTS WITH ACADEMIC NEEDS.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

E. FACULTY ENSURE STUDENT REPRESENTATION ON THE ADVISORY BOARD.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

Comments:

--

F 11-20 B

**INSTRUCTIONS:** Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree    4 = Generally Agree    3 = Neutral (acceptable)    2 = Generally Disagree    1 = Strongly Disagree    NA = Not Applicable

## II. PHYSICAL RESOURCES

### A. INSTRUCTIONAL RESOURCES: CLASSROOMS

- |  |        |                         |                         |                         |                         |                         |                          |
|--|--------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| 1. Are adequate in size.   | ← 2008 | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 2. Have adequate lighting.   |        | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 3. Contain adequate seating.   |        | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 4. Have adequate ventilation.  |        | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 5. Are provided with appropriate equipment to support effective instruction. |        | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |

### B. INSTRUCTIONAL RESOURCES: LABORATORY

- |  |  |                         |                         |                         |                         |                         |                          |
|--|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| 1. Is adequate in size.  |  | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 2. Has adequate lighting.  |  | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 3. Has adequate seating.   |  | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 4. Has adequate ventilation.   |  | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 5. Is equipped with the amount of equipment necessary for student performance of required laboratory exercises.  |  | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 6. Is equipped with the variety of equipment necessary for student performance of required laboratory exercises. |  | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |

FIG 20C

103320-292760



7. Is equipped with the amount of supplies necessary for student performance of required laboratory exercises.

✓ 2010  
5 4 3 2 1 NA

8. Is equipped with the variety of supplies necessary for student performance of required laboratory exercises.

5 4 3 2 1 NA

9. Activities prepare the student to perform effectively in the clinical setting.

5 4 3 2 1 NA

10. Is accessible to students outside regularly scheduled class times.

5 4 3 2 1 NA

Comments:

2012

**INSTRUCTIONS:** Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

2002 → 5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

### III. LEARNING RESOURCES

2008

#### A. LIBRARIES (SCHOOL AND AFFILIATES)

1. The program faculty and/or the library personnel, offer orientation and demonstration of the library services.

✓ 2010  
5 4 3 2 1 NA

FIG 20D

✓ 2010

- $$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$$

- $$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$$

- $$c_5 \ c_4 \ c_3' \ c_2 \ c_1 \ c_{NA}$$

- $$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$$

[illegible]

- $$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$$

- $$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$$

- c5 c4 c3 c2 c1 cNA

- $$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$$

2010

2012

2002

✓

5 = Strongly Agree    4 = Generally Agree    3 = Neutral (acceptable)    2 = Generally Disagree    1 = Strongly Disagree    NA = Not Applicable

FILED 20E

↙ 2008

### A. CLINICAL ROTATIONS

## 1. Facilities

a. The clinical facilities offer an adequate number of procedures for the student to meet clinical objectives.

$$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$$

b. The clinical facilities offer an adequate variety of procedures for the student to meet clinical objectives

$$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$$

c. The clinical facilities provide a variety of current equipment.

$$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$$

## 2. Experiences

a. Each clinical rotation is of sufficient length to enable the student to complete clinical objectives.

$$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$$

b. Clinical rotations are sufficient to provide overall equivalent competencies for all students.

$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$

## B. CLINICAL INSTRUCTION

1. Students are adequately oriented to assigned clinical areas, and procedures.

$$r_5 \quad r_4 \quad r_3 \quad r_2 \quad r_1 \quad r_{NA}$$

2. Clinical instructors are sufficiently knowledgeable to provide student instruction.

$$c_5 \quad c_4 \quad c_3 \quad c_2 \quad c_1 \quad c_{NA}$$

3. Clinical instructors direct the students in completing the assigned objectives.

c5 c4 c3 c2 c1 cNA

✓ 2010

FIG. 20F



4. Clinical instructors are consistent in their evaluation of student performance.

5 4 3 2 1 NA

5. Clinical instructors are readily available to assist students when needed.

5 4 3 2 1 NA

Comments:

2012

**INSTRUCTIONS:** Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

2002

## V. PHYSICIAN INTERACTION

A. Physician/student interaction facilitates the development of effective communication skills between physicians and students.

5 4 3 2 1 NA

B. Physician contact is sufficient to provide the student with a physician perspective of patient care.

5 4 3 2 1 NA

C. Overall student exposure to physicians in the program is adequate.

5 4 3 2 1 NA

Comments:

2012

FIG 20G

00234367-00004

VI. ADDITIONAL COMMENTS

How long have you been a student in the program?

OVERALL RATING:

Please rate the OVERALL quality of the resources supporting the program.  
(Select one)

5 = Excellent    4 = Very Good    3 = Good    2 = Fair    1 = Poor

Based on your experience, which program resources provided you with the most support?

2012

Why?

2012

Based on your experience, which program resources could be improved?

2012

How?

2012

FIG. 2011

Please provide comments and suggestions that would help to improve the overall resources of the program.

2012

2014

2016

Submit Survey

Clear Start Over

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Fig. 20 I